COURSE: LEADERSHIP DEVELOPMENT

Instructor: Dr Graham Mitchelmore
Email: gmitch@zju.edu.cn
Office Hours: Available towards the end of each day that sessions are held.
Teaching Assistant: TBD
Email: TBD

COURSE FORMAT AND TIME

The course comprises four parts totalling 16 x double period sessions (2 x 45 mins). Sessions will be held between 1 March and 22 April 2021 on Mondays 0800-0935 hrs and Thursdays 0950-1125 hrs.

The course is structured in four main parts:

Part I: Knowing
1. The Foundations of Leadership
   a) Introduction, Definitions, Scope, and Practice of Leadership
   b) History of Leadership Theory
2. Leadership Theory
   a) Foundational Leadership Theories I - Traits Theories, Behavioural Theories
   b) Foundational Leadership Theories II - Contingency Theories, Transformational Leadership Theories

Part II: Being
3. Character and Leadership
   a) Leadership Self-Assessment
   b) Personality and Leadership Development
4. Power and Influence
   a) Leading with Power and Authority
   b) Influence and Politics

Part III: Doing
5. Leadership and Management
   a) Leadership, Management and Command
b) Leader-Member Exchange, Leadership as Coaching, Full Range of Leadership Theory

6. Followership and Leadership
   a) Leadership Identity, Followership
   b) Serve to Lead, Authentic Leadership Concepts

Part IV: Context

7. Contextual Leadership
   a) Situational Contexts, Performance Leadership
   b) Adaptive Leadership, Crisis Leadership

8. Leadership and Diversity
   a) Leadership and Culture, Leadership and Gender
   b) Internet / Virtual Leadership

COURSE MATERIAL

This is the current full list of academic reference materials used in compiling this course. Students are not expected to read every reference but may wish to do supplementary reading to expand on the course material.

Textbook:

Useful Book References:


Additional Books:


Referenced Other Readings:


COURSE DESCRIPTION

This core course on Leadership Development aims to inspire students towards the successful practice of leadership throughout their careers. The course content explores leadership theories, self-awareness, leadership practices, challenges, and in-depth case studies to establish a broad understanding of the complex nature of leadership.

In participating in the course, students will learn how to apply the course material in different contexts. The course acts as a leadership development course in preparation for future roles as a valuable team member, as an emergent leader, and as an appointed leader.

Course Goals

The course aims for a student to (be able to):

1. Learn the essential concepts and practices of leadership for an organisational leader.
2. Develop leadership thinking.
3. Apply theory and practice to analyse leadership situations.
4. Appreciate the implications of different leadership approaches.
5. Understand the relationship between leadership and management.
6. Understand the relationship between leader and follower.
7. Face the challenges of leadership of diverse teams.
8. Form a self-development ability for leadership.

Language

The course is presented in English. The contents and objectives are fully aligned with the equivalent course in Chinese. Students should have a reasonable level of English. While not a specific goal, the course offers an excellent opportunity for interaction and practice with a native English speaking instructor who has considerable experience of working alongside colleagues with English as a second or third language.

COURSE GUIDELINES

Academic Integrity. All work by a student or group must represent their own endeavour. When original concepts are presented, all efforts must be made to verify the originality claim, with references to inspirational sources made explicit. Other external sources that form part of a work must be correctly referenced. All attempts at plagiarism will be subject to the University policies on academic dishonesty. Please review the University policy regarding student conduct.

Preparation. Students should complete the preparatory reading and any set assignments for sessions in advance.

Participation. Students should be prepared to participate in individual and group exercises, and discussions during sessions and in assignments.

Punctuality. Teaching is expected to begin and end in accordance with the schedule. Any delays may cause subsequent delays.

Distractions. The use of electronic devices for matters outside of the direct subject material should be avoided. When asked to think, students should think for themselves rather than rely on electronic sources of information.

Disruptions. Consideration should prioritize collective over individual needs. Disruptions should be avoided wherever possible. Any unwelcome disturbances should be dealt with swiftly and efficiently.

ASSESSMENTS, ASSIGNMENTS AND EXAMINATION

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<thead>
<tr>
<th>Description</th>
<th>Percentage</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>10%</td>
<td>Actual Rate / Punctuality</td>
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<tr>
<td>Classroom Participation</td>
<td>20%</td>
<td>Preparation / Participation / Short Assignments</td>
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<td>Individual Assignment</td>
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<td>Individual Case Study Report</td>
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<td>Group Assignment</td>
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<td>Extended Case Study Report</td>
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<tr>
<td>Thesis</td>
<td>30%</td>
<td>Essay of 1,500 words</td>
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Assignments

The individual and group assignments will involve the analysis of individual and organisational leadership case studies. The requirements will centre on the structure and material covered in the course.

Thesis

The thesis is an individual essay of 1,500 words. The scope of the essay extends beyond the core material covered in the course and allows a student to explore aspects of personal interest within a selected topic. The thesis will be evaluated with equal weighting on four areas:

1. Application of elements covered in the course.
2. Further research and study elements specific to the subject matter.
3. Personal insights, analyses, interpretations and conclusions.
4. Structured, clearly articulated, well-presented and correctly referenced submission.

While every effort should be made to use correct English, the main focus of evaluation is the content. Specific details of the groupings, assignment cases, submission format and deadline will be issued in the early stages of the course.

DETAILED PROGRAMME

<table>
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<th>Part I</th>
<th>Knowing</th>
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<td>Session 1 The Foundations of Leadership</td>
<td><strong>Part 1 - Definitions of Leadership</strong></td>
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<td>The Meaning of Leadership</td>
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<td>Leadership as Meaning-Making</td>
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<td>Definitions of Leadership</td>
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<td><strong>Part 2 - Scope of Leadership</strong></td>
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<td>Perspectives of Leadership</td>
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<td>Leadership in Organisations</td>
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<td>Leadership and Management (Brief Introduction)</td>
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<td><strong>Part 3 - Leadership as a Practice</strong></td>
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<td>Impact of Leadership on Organisations</td>
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<td>Leadership Roles</td>
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<td>A Framework for Understanding Leadership</td>
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<td><strong>Part 4 - History of Leadership Theories</strong></td>
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<td>Ancient Philosophies</td>
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<td>Modern Theories</td>
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<td>Contemporary Theories</td>
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<tr>
<td>Preparatory Reading:</td>
<td><strong>DuBrin - Chapter 1 - The Nature and Importance of Leadership</strong></td>
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<td>Supplementary Reading:</td>
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<td>Session 2</td>
<td>Leadership Theory</td>
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<td>Follower Preferred Traits</td>
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| **Part 2 - Behavioural Theories** |  |
| Leadership Skills and Competencies |  |
| Behavioural Approaches - Ohio State University |  |
| Leadership Task/Relationship Grid |  |

| **Part 3 - Contingency Theories** |  |
| Fiedler's Contingency Model |  |
| Normative Decision Model |  |
| Path-Goal Theory |  |
| Situational Leadership Theory |  |

| **Part 4 - Transformational Leadership Theories** |  |
| Charismatic Leadership Theories |  |
| Transformational Leadership Theory |  |
| Visionary Leadership Theories |  |

**Preparatory Reading:**
DuBrin - Chapter 2 - Traits, Motives, and Characteristics of Leaders  
DuBrin - Chapter 3 - Charismatic and Transformational Leadership  
DuBrin - Chapter 4 - Leadership Behaviours, Attitudes, and Styles  
DuBrin - Chapter 5 - Contingency and Situational Leadership

**Supplementary Reading:**

**Supplementary Viewing:**
<table>
<thead>
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<th>Session 3</th>
<th>Part II Being</th>
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<td><strong>Character and Leadership</strong></td>
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<td><strong>Part 2 - Analysis of Personality Assessment</strong></td>
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<td>Five Factor Model</td>
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<td>MBTI/Alternative Models</td>
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<td>Discussion</td>
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<td><strong>Part 4 - Leadership Development</strong></td>
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<td>Self-Leadership</td>
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<td>Super Leadership</td>
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<td>Leadership Development</td>
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**Preparatory Reading:**
DuBrin - Chapter 6 - Leadership Ethics and Social Responsibility
DuBrin - Chapter 15 - Leadership Development and Succession

**Supplementary Reading:**

**Supplementary Viewing:**
Little, B. (2016). *Who are you really - the puzzle of personality*. TED. https://www.youtube.com/watch?v=qYvXk_bqIBk

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<th>Power and Influence</th>
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<td><strong>Power and Influence</strong></td>
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<td>Sources of Power</td>
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<td>Power Tactics</td>
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<td><strong>Part 2 - Leading with Authority</strong></td>
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<td>Order</td>
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<td><strong>Part 3 - Influence</strong></td>
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<td>Games</td>
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### Part III

#### Doing

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<th>Session 5</th>
<th>Leadership and Management</th>
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| **Part 1 - Leadership versus Management** | Leadership  
Management  
Command |
| **Part 2 - Leader Member Exchange** | Leader-Member Exchange Theory  
Role Theory  
Social Exchange Theory |
| **Part 3 - Leadership as Coaching** | Motivation  
Teamwork  
Coaching |
| **Part 4 - Full Range of Leadership Theory** | Laissez-Faire Leadership  
Transactional Leadership  
Transformational Leadership |

#### Preparatory Reading:

- DuBrin - Chapter 9 - Developing Teamwork  
DuBrin - Chapter 10 - Motivation and Coaching Skills  
DuBrin - Chapter 11 - Creativity, Innovation, and Leadership
### Session 6
Followership and Leadership

**Part 1 - Leadership Identity**
- Self Identity
- Role Identity
- Leadership Identity Work

**Part 2 - Followership**
- Defining Followership
- Followership Identity
- Followership Role

**Part 3 - Serve to Lead**
- Servant Leadership
- Paternalistic Leadership
- Discussion

**Part 4 - Authentic Leadership**
- Authentic Leadership Concepts
- Self Reflection
- Discussion

### Preparatory Reading:
DuBrin - Chapter 12 - Communication and Conflict Resolution Skills

### Supplementary Reading:


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<th>Part IV</th>
<th>Context</th>
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<tr>
<td>Session 7</td>
<td>Part 1 - Situational Contexts</td>
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<td>Leadership and Context</td>
<td>Ordered Context</td>
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Chaotic Context

**Part 2 - Performance Leadership**
Organisation
Performance Leadership Behaviours
Case Study

**Part 3 - Adaptive Leadership**
Complexity Leadership
Adaptive Leadership Behaviours
Case Study

**Part 4 - Crisis Leadership**
Process of a Crisis
Crisis Leadership Behaviours
Preparation for a Crisis

Preparatory Reading:
DuBrin - Chapter 13 - Strategic Leadership and Knowledge Management

Supplementary Reading:

**Session 8**
**Leadership and Diversity**

**Part 1 - Leadership and Culture**
National Culture
Organisational Culture
Global Culture

**Part 2 - Leadership and Gender**
Gender Characteristics
Gender Challenges
Case Study

**Part 3 - Internet Leadership**
Social Media Leadership
Influence Leaders
Remote Leadership

**Part 4 - Leadership Reflection**
Self Reflection
Group Reflection
Personal Leadership Development

Preparatory Reading:
DuBrin - Chapter 14 - International and Culturally Diverse Aspects of Leadership